CollegeBoard

April 28, 2017

Chairman Brenner, Vice Chair Slaby, Ranking Member Fedor , and members of the Education and Career Readiness Committee:

Increasing student access to computer science preparation and course work for students in grades K-12 is a goal of the College Board and is reflected in the addition of the new Advanced Placement Computer Science Principles course, in addition to Advanced Placement Computer Science A. HB170 addresses several of the challenges we have heard from districts/schools seeking to expand computer science opportunities for students.

The College Board supports the following provisions of HB170:

- Development of standards for instruction in computer science in grades Kindergarten through 12.
- The ability of students to receive credit for a math or science for a computer science course, regardless of the field of certification of the teacher who teaches the course, so long as the teacher has completed professional development determined to be appropriate by the district board.
- That an individual teaching Advanced Placement computer science course that completes professional development develop or endorse by the provider can be considered high-qualified.
- The ability of a district to employ an individual for the purposed of teaching computer science who holds a valid educator license regardless of the license content area, provided the teacher complete appropriate professional development as determined by the district.

Further, The College Board is supportive of allowing for computer science courses to fulfill a math or science unit required for graduation. However, allowing a computer science course to replace Algebra II is of concern. We encourage the legislature to consult with the Ohio Department of Education and math educators to determine if allowing this submission will meet the state's college and career readiness goals.

While we are supportive of the provision regarding the ability for a teacher to be deemed highly qualified (see above), the extension of the highly qualified designation to math based on computer science related professional development is of concern. Given variation in content and pedagogy of computer science professional development, not all teachers may have the comprehensive math content knowledge needed to be considered highly-qualified.

Thank you for introducing House Bill 170. We believe that this bill will provide the flexibility for districts and schools in Ohio as they seek to provide additional opportunities for students to complete computer science coursework.

Sincerely,

Benjamin J. Williams

Director, Global Policy & External Relations